

# Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending				
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301			<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here.
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019			
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              2018 FEB - 6 AM 11:59              DOCUMENT CONTROL CENTER              GRANTS ADMINISTRATION           </div>
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  <div style="text-align: center;">             Document Control Center, Grants Administration Division              Texas Education Agency, 1701 North Congress Ave.              Austin, TX 78701-1494           </div>			
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087			
Schedule #1—General Information				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #			Amendment #
Waco ISD	161914			
Vendor ID #	ESC Region #			
74-6002532	12			
Mailing address		City	State	ZIP Code
501 Franklin Avenue		Waco	TX	76703-0027
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Dr. Robin		McDurham	Asst. Superintendent, Student Services & Family Engagement	
Telephone #	Email address		FAX #	
254-755-9601	robin.mcdurham@wacoisd.org		254-750-3457	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Sharla	J	Garcia	Coordinator of Grants Management Department	
Telephone #	Email address		FAX #	
254-710-9230	sharla.garcia@wacoisd.org		254-750-3457	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. A. Marcus		Nelson	Superintendent of Schools
Telephone #		Email address	FAX #
254-755-9421		marcus.nelson@wacoisd.org	254-755-9690

**Signature (blue ink preferred)**

**Date signed**

1/25/18

701-18-103-150

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Waco ISD's Technology Lending Program proposes to serve the following campuses:

- Brazos High School – Credit Recovery (BHS-CR),
- University High School (UHS), and
- Waco High School (WHS).

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

*"We need to level the playing field for all of our students..."*  
 – Dr. A. Marcus Nelson, Superintendent of Schools, Waco ISD

The Waco ISD (WISD) leadership team recognizes when students have access to the technology needed to accelerate and/or complete their coursework, the likelihood of academic success significantly increases; to date, WISD has not been positioned to finance a comprehensive program for lending technology devices and/or providing internet access outside of the classroom to students who need these resources. The Technology Lending Program Grant affords WISD the opportunity to begin leveling the playing field, launch an organized technology lending program, and target the student subpopulations presenting the highest need. The program serves as the vehicle for students to complete online assignments outside of the classroom, accelerate completion of Dual Credit and Credit Recovery classes, access supplemental learning materials outside of class, and generate an overall reduction in educational barriers. Equally important, the grant program goals align with both the WISD Strategic Plan and the WISD Technology Plan goals to: improve student performance, ensure students are college or career ready, eliminate achievement gaps between and among students, address the learning needs of students through technology, and ensure all students are able to perform at or above grade level.

The needs assessment process is the springboard from which all other decisions emerge. It drives the campus selection, goal identification, budget development, management design, and evaluation construct. For that reason, the assessment and prioritization of the District's primary technology needs included multiple staff with varying levels of authority. Representation from across the District ensured a broad perspective and increased the likelihood of maintaining the efficacy throughout the needs assessment process. Furthermore, WISD's Grants Management Department is charged with overseeing all competitive, discretionary grants for the District, which provides support and accountability beginning in the grant application phase and if awarded, throughout the life of the grant.

The assessment process revealed that students who experience substantial and ongoing challenges attributed to the lack of access to technology devices and/or internet outside of class time fall into at least one of the following five subpopulations: enrolled in at least one *Dual Credit* class, enrolled in at least one *Credit Recovery* class, *homeless*, *homebound*, and/or an *English Language Learner (ELL)*. The largest volume of these students is distributed among three campuses (Brazos High School-Credit Recovery, University High School, or Waco High School), and/or participates in The Cove program (a local non-profit providing afterschool services to WISD's high school homeless students). Further assessment of the demographic data for these campuses showed a combined student population of 3,774 – with 74% economically disadvantaged, and 93% minority. Of that combined total, 1,266 (34%) students have been identified in one (or more) of the subpopulations listed above.

After assessing and prioritizing needs, selecting the student population to serve, and identifying the campuses, budget development ensued. Individuals with knowledge of and/or experience with grants, curriculum, instructional technology, ELL, Advanced Academics, homelessness, and technology hardware and software gathered to determine the most reasonable and necessary budget for this proposal. The team reached a consensus and deemed the necessary and appropriate budget items include laptops (with insurance – as required by District policy), soft side cases, storage carts, and Wi-Fi hotspots (for internet access). Finally, the team considered all State and Federal fiscal guidelines while developing the proposed budget.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

If funded, Waco ISD's Grants Management Department (GMD) will serve as a point-of-contact for TEA, and provide management of both funder and district grant requirements through:

- Retaining award documents,
- distributing the Notice of Grant Award to relevant staff,
- requesting account codes,
- arranging an initial meeting with all stakeholders to determine roles and responsibilities,
- monitoring expenditures,
- and addressing issues, concerns, and changes.

In addition to Grants Management Department oversight, staff from various departments will manage the daily tasks related to their specific area of expertise. Examples include: the Technology Department staff will ensure all devices are properly imaged for the WISD network prior to distribution; the Grants Accountant will compile and submit all TEA fiscal reports; and the Office of Advanced Academics will monitor changes in Dual Credit course acceleration and completion. WISD's management plan is intentionally diversified to increase accountability and ensure fidelity to the grant goals and objectives.

The proposed lending program is designed to be evaluated through systematic data review and analysis incorporating equipment check-in and check-out logs, coursework grades and completion status, degree of student growth (after using additional technology resources), and increased mastery of English (ELL students). Furthermore, student surveys provide the District with user feedback, offering a unique and valuable perspective. The GMD will initiate regular meetings with key stakeholders and utilize the continuous improvement process of ongoing assessment and refining. Ultimately, the District strives to guarantee Waco ISD's educational environment is equal for all students by providing the resources imperative for growth and learning.

Waco ISD's Technology Lending Program application contains complete and accurate coverage of all statutory and program-specific requirements as well as all TEA requirements. A thorough review process engages multiple proofreaders and editors to verify that each schedule addresses all requirements and is compliant with all program guidelines and application instructions. Moreover, the GMD's internal timeline specifically identifies and allows for this vetting measure as a part of the larger grant application process.

Dr. A. Marcus Nelson, Superintendent of Schools, publically stated his goal is for *all* Waco ISD students to experience classroom environments that offer a 1:1 differentiated learning structure, regardless of what campus they attend. Dr. Nelson elaborated by estimating the initial phases could begin as early as the 2019-2020 school year. Waco ISD's Technology Lending Program has an ongoing commitment to the goals of the grant from the highest level; by virtue of Nelson's commitment, there is absolutely no concern about ensuring the program will continue after grant funding ends, as it is just the beginning of a long-term District initiative. The District budget, additional grants, and/or business donor programs (donate gently-used equipment), are all potential funding options. Even so, the determination of Waco ISD's Superintendent to "*level the playing field for all students*" is the driving force securing a sound future for the District's Technology Lending Program.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 161914			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$2,000		\$2,000
Schedule #9	Supplies and Materials (6300)	6300	\$94,426		\$94,426
Schedule #10	Other Operating Costs (6400)	6400			
Schedule #11	Capital Outlay (6600)	6600			
Total direct costs:			\$96,426		\$96,426
Percentage 3.574% indirect costs (see note):			N/A	\$3,574	\$3,574
Grand total of budgeted costs (add all entries in each column):			<b>\$96,426</b>	<b>\$3,574</b>	<b>\$100,000</b>
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$15,000
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 161914		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Contract with internet service provider for Wi-Fi hotspots	\$2,000
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
<b>a. Subtotal of professional and contracted services:</b>		\$2,000
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		
<b>(Sum of lines a and b) Grand total</b>		<b>\$2,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 161914		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$94,426
<b>Grand total:</b>		<b>\$94,426</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds															
County-district number or vendor ID: 161914										Amendment # (for amendments only):					
<b>Part 1: Student Demographics of Population To Be Served With Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	2,793	74%	Data pulled from 2016-17 school year reflecting the 2016-17 TAPR report.												
Limited English proficient (LEP)	440	12%	Data pulled from 2016-17 school year reflecting the 2016-17 TAPR report.												
Disciplinary placements	272	5%	Data pulled from 2015-16 school year reflecting the 2016-17 TAPR report.												
Attendance rate	DNA	80%	Data pulled from 2015-16 school year reflecting the 2016-17 TAPR report.												
Annual dropout rate (Gr 9-12)	DNA	12%	Data pulled from 2015-16 school year reflecting the 2016-17 TAPR report.												
<b>Part 2: Students To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type:		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
										1,171	1,060	866	677	3,774	

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

WISD understands the critical role the **assessment process** plays in identifying and prioritizing its top technology needs. In fact, in August 2017, a new Director of Technology joined WISD and immediately launched a district wide technology needs assessment aimed at accomplishing that very task: *identifying and prioritizing the District's top technology needs*. Since August, technology staff visited multiple campuses, reviewed inventory data to assess current technology, and conducted interdepartmental discussions to gain insight into the District's technology needs. This aspect of the process produced comprehensive information about student technology demands, resources, and shortages.

From this assessment, a pattern emerged revealing multiple subpopulations experience similar challenges; there are a considerable number of students who lack access to adequate technology outside class time. The District identified the following five subpopulations as presenting the most immediate needs:

- **Students enrolled in at least one Dual Credit class** – 1) Online modules cannot be saved once started; students who start a module in class and cannot finish currently submit incomplete work; if these same students had access to devices/internet outside of class time, they could start and finish the work in one sitting. 2) Students often need to accelerate completion of a course (for various reasons), outside of their scheduled class; currently acceleration is only an option for students with access to technology and/or the internet outside of class.
- **Students enrolled in at least one Credit Recovery class** – 1) All coursework is online and advances at the student's own pace; students without access to technology/internet outside of school cannot accelerate their progress (i.e. in evenings, at home), and are limited to completing coursework during the school day.
- **Students identified as homeless or homebound** – 1) Homeless students typically do not have the technology required to complete coursework outside of the classroom; The Cove offers students an environment to do homework between 4:00-8:00 pm; although laptops are available, the demand is currently double the supply. 2) Homebound students are unable to physically attend classes and must complete all coursework outside of school; without adequate technology and internet access, students are at-risk of falling behind.
- **Students identified as an English Language Learner (ELL)** – 1) ELL students frequently require additional time to complete assignments (as opposed to their non-ELL peers), and repeatedly need to do so outside of the school day; this is not feasible without adequate technology/internet. 2) The District has access to multiple online supplemental and support materials for ELL students; without access to technology/internet, ELL students are not able to utilize the District's most advanced and comprehensive resources.

The largest concentration of students who fall into one or more of the above subpopulations attend one of three district campuses: **Brazos High School (Credit Recovery)**, **University High School**, or **Waco High School**. Thus, the District selected these three campuses, which encompass all WISD students in 9<sup>th</sup>-12<sup>th</sup> grade. Additionally, since many of the District's homeless students participate in homework time at The Cove, it was also selected as a partner.

The students represented in the five subpopulations comprise 34% (1,266) of the total student population from the selected campuses. Research, census, and self-reporting (detailed in Schedule 17.2) supports WISD's conclusion that *conservatively* one-third of these students need access to unlimited internet data plans; unlimited data is often required to meet students' coursework demands in any given month. Without adequate technology, approximately 422 students are at an increased risk of academic failure, including failure to graduate high school.

WISD supplies sufficient technology for students while in the classroom, as well as technology work stations in the library on a first come, first served basis. Some departments have purchased devices to lend in an attempt to address the demand (existing technology resources addressed in detail in Schedule 16.1). However, a more comprehensive approach is needed in order to adequately address the shortage. The purchase of laptops and Wi-Fi hotspots through this grant places these fundamental tools directly in the hands of the students who have the most profound need.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p><b>PROBLEM:</b> Students taking Dual Credit classes often face unique challenges (i.e. the need to accelerate course completion, or not enough class time to complete online modules).</p> <p><b>NEED:</b> Students enrolled in Dual Credit classes need access to technology outside of class to accelerate course completion or to complete online modules.</p>	<p>➤ Lend students enrolled in Dual Credit classes the technology required to accelerate course completion or to complete online modules outside of class (i.e. afterschool, evenings, and weekends).</p>
	<p><b>PROBLEM:</b> All Credit Recovery classes are offered online. In order for a student to accelerate completion of a course outside of school, adequate technology is required.</p> <p><b>NEED:</b> Students enrolled in Credit Recovery classes need adequate technology to access online courses outside of school for accelerated completion.</p>	<p>➤ Lend students enrolled in Credit Recovery classes the technology necessary to accelerate completion of online courses outside of school (i.e. afterschool, evenings, and weekends).</p>
3.	<p><b>PROBLEM:</b> Homeless or homebound students often face technology related barriers when attempting to complete coursework outside of the school day.</p> <p><b>NEED:</b> Students identified as homeless or homebound need barriers reduced through access to adequate technology for completing coursework outside of the school day.</p>	<p>➤ Reduce barriers for students who are identified as homeless or homebound, and lend students the technology imperative to complete coursework outside of the school day (i.e. afterschool, evenings, and weekends).</p>
4.	<p><b>PROBLEM:</b> English Language Learners (ELL) need additional time outside of class to complete coursework or to access supplemental materials aimed at improving English proficiency.</p> <p><b>NEED:</b> Students identified as ELL need access to appropriate technology tools outside of class to complete coursework or to utilize the District's most comprehensive supplemental learning materials.</p>	<p>➤ Lend students identified as ELL the technology essential to complete coursework or to utilize the District's most comprehensive supplemental learning materials outside of class (i.e. afterschool, evenings, and weekends).</p>
5.	<p><b>PROBLEM:</b> The selected campuses' economically disadvantaged population average is 74%. Many students cannot complete coursework outside of class or school due to a lack of internet access or due to a data plan shortage (unlimited data often required given the volume/type of coursework).</p> <p><b>NEED:</b> Students enrolled in Dual Credit courses, Credit Recovery courses, identified as homeless, homebound, and/or ELL need internet access or a Wi-Fi data plan that includes enough data to complete coursework outside of class or school.</p>	<p>Provide students</p> <p>➤ enrolled in Dual Credit or Credit Recovery courses</p> <p>➤ identified as homeless, homebound, and/or ELL</p> <p>with a sufficient internet data plan (through Wi-Fi hotspots), and enable students to accelerate or complete online coursework and/or supplemental materials outside of class or school.</p>

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<b>Schedule #14—Management Plan</b>					
County-district number or vendor ID: 161914			Amendment # (for amendments only):		
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Assistant Superintendents	Master's in Education or related field; Ed.D. preferred, Texas Mid-Management or other appropriate Texas Certificate, valid Texas teaching certificate, minimum five years of successful teaching/administration combined, and experience with low-income, minority students desired.			
2.	Exec. Directors of Curriculum & Instruction	Master's in Education or related field; Ed.D. preferred, valid Texas teaching certificate, minimum five years demonstrated success as an instructional leader, a willingness to be accountable for student outcomes, and experience with low-income, minority students desired.			
3.	High School Counselors	Master's degree in Guidance Counseling, valid Texas teaching certificate, and minimum two years teaching experience; experience with low-income, minority students desired.			
4.	Coordinator of Instructional Technology (IT)	Bachelor's in Education Administration or related field; Master's preferred, valid Texas teaching certificate, minimum two years training/teaching experience, minimum three years experience in a technical support position, and experience with low-income, minority students desired.			
5.	IT Field Service Technicians	Bachelor's degree in Technology or related field, valid Texas teaching certificate and teaching experience preferred, and minimum one year of technical support experience.			
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Increase access to technology for class acceleration or online module completion for Dual Credit students	1.	Purchase equipment and image for WISD network	05/01/2018	07/02/2018
		2.	Distribute devices to identified locations	07/03/2018	07/31/2018
		3.	Continue assessing students' needs	08/01/2018	08/31/2019
		4.	Lend equipment to students as needed	09/10/2018	08/31/2019
		5.	Track module completion by students with device	09/10/2018	08/31/2019
2.	Lend Credit Recovery students devices and empower accelerated completion of courses	1.	Purchase equipment and image for WISD network	05/01/2018	07/02/2018
		2.	Distribute devices to identified locations	07/03/2018	07/31/2018
		3.	Continue assessing students' needs	08/01/2018	08/31/2019
		4.	Lend equipment to students as needed	09/10/2018	08/31/2019
		5.	Track rate of course completion by students with device	09/10/2018	08/31/2019
3.	Reduce barriers and expand technology for homeless and homebound students	1.	Purchase equipment and image for WISD network	05/01/2018	07/02/2018
		2.	Distribute devices to identified locations	07/03/2018	07/31/2018
		3.	Continue assessing students' needs	08/01/2018	08/31/2019
		4.	Lend equipment to identified students as needed	09/10/2018	08/31/2019
		5.	Pull data reports to track frequency of device use	09/10/2018	08/31/2019
4.	Offer access to devices that allow ELL students to utilize supplemental learning materials	1.	Purchase equipment and image for WISD network	05/01/2018	07/02/2018
		2.	Distribute devices to identified locations	07/03/2018	07/31/2018
		3.	Continue assessing students' needs	08/01/2018	08/31/2019
		4.	Lend equipment to identified students as needed	09/10/2018	08/31/2019
		5.	Assess grades from students after device access	09/10/2018	08/31/2019
5.	Equip students with the internet access required to make academic progress outside of class	1.	Purchase Wi-Fi hotspots and tag for WISD inventory	05/01/2018	07/02/2018
		2.	Distribute Wi-Fi hotspots to identified locations	07/03/2018	07/31/2018
		3.	Continue assessing students' needs	08/01/2018	08/31/2019
		4.	Lend Wi-Fi hotspots to identified students as needed	09/10/2018	08/31/2019
		5.	Pull network reports to track data usage	09/10/2018	08/31/2019
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>					

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Waco ISD district-wide **management plan for monitoring the attainment of goals and objectives** is multi-layered and ongoing. The critical components include: reviewing campus and district level teacher assessment data (i.e. observations, appraisals) to determine teacher effectiveness; gathering feedback (i.e. annual surveys, meetings) to solicit opinions from students, parents, staff, and members of the community, and to obtain differing perspectives on progress towards goal attainment; and analyzing district-based six-week assessments to provide concrete data and to inform leadership of any adjustments needed in instructional practices.

Specifically related to managing the *grant goals and objectives*, another layer to the District's plan exists: the Grants Management Department (GMD). The GMD provides oversight at the district-level through data collection, fiscal reviews, and compliance monitoring. The GMD works alongside other relevant departments to ensure thorough interdepartmental communication and fidelity to the grant rules and regulations.

The continuous improvement process that occurs when an adjustment is necessary begins with district leadership researching, determining causes and solutions, and reevaluating best practices to attain set goals and objectives. To ensure communication of any changes takes place quickly and accurately, differing methods have been put in place.

- District & Campus staff – Campus-level leadership and staff participate in regular meetings to discuss concerns and changes in programs or policies; announcements, emails, and handouts are used to communicate changes as well.
- Students & Families – Campus staff communicate with students and families concerning academic matters, programs, and procedures, through phone, emails, text, flyers, and the WISD website and television station.
- Community – Board meetings are open to the public, televised, and minutes are available on the WISD webpage; community meetings are held in multiple locations and used to convey significant issues and/or changes in WISD; social media, WISD's television station, and local radio stations and newspapers are also used as tools.

These multiple avenues of communication ensure immediate and broad accessibility to all groups, and minimize the possibility of any unclear communication and/or misunderstandings.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The most significant **existing efforts similar to the planned project** come from two departments' funding, which is currently providing technology to the programs and subpopulations identified in the project. The Office of Advanced Academics used funds to purchase laptops for dual credit students to use off-campus, and the Parent-Education Program has laptops available for a portion of the homebound student population.

Waco ISD will **coordinate with existing efforts** by expanding on current initiatives to reach a greater number of students and provide more substantial, supportive resources. **The effectiveness of grant funds will be maximized** by creating a system that prioritizes students by need, identifies the best methods for lending resources, and implements ongoing assessments of data evaluation to ensure set goals and objectives remain the focus of the program.

Dr. A. Marcus Nelson, Waco ISD's newly appointed Superintendent of Schools, has expressed his commitment to making Waco ISD a 1:1 technology district to ensure all students are given an equal opportunity to succeed. This initiative is beginning to saturate all decisions for **long-term success and long term sustainability** at the District and campus levels – which ensures a support and vision that begins with the Superintendent and trickles throughout the District and into the community. The Technology Lending Program is just the beginning of what can and will be a new *and equal* chance of success for the students of Waco ISD.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 161914		Amendment # (for amendments only):	
<b>Part 1: Evaluation Design.</b> List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1	<b>Objective:</b> Access to technology for Dual Credit (DC) online modules <b>Evaluation:</b> Increased acceleration & completion of DC online modules	1.	Frequency equipment is utilized
		2.	Length of time equipment is checked out
		3.	Lesson module completion rate
2	<b>Objective:</b> Provide devices for Credit Recovery course completion <b>Evaluation:</b> Accelerated completion rate of Credit Recovery courses	1.	Enrollment in Credit Recovery courses
		2.	Accelerated Credit Recovery course completion rate
		3.	Program graduation rate
3	<b>Objective:</b> Reduce technology barriers for homebound/homeless <b>Evaluation:</b> Progress made in courses with technology resources	1.	Frequency equipment is utilized
		2.	Course completion from homebound and homeless student population
		3.	Growth of students using technology vs. students without home device
4	<b>Objective:</b> Supplement resources to ELL population <b>Evaluation:</b> Achievement gaps reduced between student groups	1.	Frequency equipment is utilized
		2.	Literature course grade improvement from ELL student population
		3.	ELL results from state standardized testing
5	<b>Objective:</b> Equip students with internet access outside of class <b>Evaluation:</b> Off-campus internet need and utilization	1.	Survey indicating need for at-home/off-campus internet access
		2.	Lending rate of hotspots
		3.	Usage of data when leased
<b>Part 2: Data Collection and Problem Correction.</b> Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<b>Collecting data for this program</b> requires personnel at both the District and campus levels as well as the merging of multiple departments, to ensure thorough and holistic evaluation measures are taking place. Using a multi-layered process for collecting data not only allows for ongoing assessments of accomplishment to be made, but also aids in the timely identification and correction of problems that occur.			
<b>Program-level data</b> collection involves classroom tracking of students' rate of course completion and frequency of modules & coursework being submitted, equipment lending logs on each campus to track the number of participants served, and usage of data from hotspots. A regular collection of this data throughout the school year will be aggregated to assess achievement results, and modifications that best accommodate students will be implemented.			
<b>Collecting student-level data</b> includes compiling reports that reflect student grades, graduation rates, standardized testing results, and attendance/enrollment rates. Multiple individuals, including campus leadership, counselors, teachers, and District departments (i.e. PEIMS, Grants Management, Curriculum & Instruction) retain responsibility for using this data as an ongoing tool to best decipher the effect of the lending program on students' success.			
<b>Problem identification and correction</b> align with current District protocols regarding damaged devices (detailed information in Schedule 17.6). The personnel mentioned above identify and address any problems related to utilization and/or student progress and growth. Ongoing discussions determine any necessary adjustments required, and delegate accountability to the department best equipped to manage the identified area(s) of concern.			

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*"All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent."*  
— John F. Kennedy

**Availability of existing equipment**

Despite the fact there is no 'official' Waco ISD Technology Lending Program, two departments have initiated an unofficial lending program, using department funds to purchase technology devices for use outside of the school day in response to the volume of expressed need from students. The Office of Advanced Academics and the Parent-Education Program (homebound pregnant and/or parenting teens) are the two departments that currently lend technology devices.

- Office of Advanced Academics (AA) purchased 38 laptops for Dual Credit students on a first come, first served basis. In the 2016-2017 school year, 461 students enrolled in at least one Dual Credit course. If all 38 devices were on loan, 423 students potentially still need a device. A conservative estimate projects those students identified as economically disadvantaged (74%) cannot afford their own device, leaving approximately 313 students without the essential technology imperative to accelerate or complete coursework outside of the classroom and/or school day.
- The Parent-Education Program (PEP) is only one aspect of the homebound student population. The District retains approximately 40 laptops on hand to loan to homebound pregnant and/or parenting teens. Currently, 52 students are identified in the PEP program. Although the gap between the demand and supply is relatively small, knowing 13% of PEP students are without an acceptable device to complete coursework is alarming. Unlike the other identified subpopulations, homebound students literally cannot attend classes at school. Therefore, if they are unable to continue their coursework at home, they risk falling behind, even to the point of retention.

To date, the remaining subpopulations, Credit Recovery, homeless, and ELL, have not secured ample funding to acquire technology devices for the purpose of lending to students outside of the school day.

As encouraging as it is that both the AA and PEP programs assembled the funds and purchased devices, the District's available existing equipment for lending purposes is a drop in the bucket. Between the two programs there are a total of 78 devices. With 1,266 students combined in the five subpopulations, a measly 6% of the targeted populations have adequate technology devices. This grant would not only establish a loan program for the Credit Recovery, homeless, and ELL students, but also boost the presently deficient initiative for Dual Credit and homebound students.

**Other funding available**

Designated leadership staff in each department and on each campus control an annual budget that can include an allocation for purchasing technology. However, often these funds are essential for upgrading current technology equipment. Thus, budgets generally are not robust enough to launch a comprehensive technology lending program.

With that said, the District's Technology Department maintains an annual budget of \$6.4 million with over \$2 million specifically earmarked for technology equipment. The average cost per student in WISD is \$113 a year. With 1,266 total identified students, there is approximately \$143,058 a year dedicated to these students to address technology demands.

Other funding possibilities include competitive, discretionary grants and local business donations. In recent years the District secured grant funds for multiple 1:1 initiatives (elementary and middle school campuses). Moreover, local businesses and universities have gently-used technology to offer that is potentially a good fit for WISD's needs.

As previously stated in the Executive Summary (Schedule 5) Dr. Nelson, Superintendent of Schools, wholeheartedly believes in "leveling the playing field for all students", and will begin a 1:1 initiative in the near future. Admittedly, Dr. Nelson's vision is exciting! Nevertheless, students in the identified subpopulations cannot wait. This grant elevates student learning to an entirely new level, and provides students with an equal opportunity to develop their inborn talent.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

*"Our mission is to ensure innovation and excellence in education so all learners are prepared for productive engagement in a global society."* – Waco ISD Mission Statement

Being guided with the diverse input of district-level personnel, the technology lending program was designed to **ensure alignment with the existing mission and goals** in both the Waco ISD Strategic Plan (WSP), as well as the Waco ISD Long-Range Technology Plan (WTP). Additionally, the structure of the lending program was created to **work alongside existing efforts** from both the District and campus levels (these existing efforts outlined further in Schedule 14.4). This alignment embeds a promise of commitment to the program as it will both supplement and catapult existing District goals to reach greater success. District goals specifically identified to be most influentially effected by the technology lending program include:

- Improve student performance.
- Graduate students who are college or career ready.
- Eliminate achievement gaps between and among students.
- Address the learning needs of students through technology.
- Ensure students are able to perform at or above grade level.

**Identified Needs 1, 2, and 5** (detailed in Schedule 13.2)

The technology lending and internet usage for students enrolled in Dual Credit and Credit Recovery courses aligns with the WSP's goals of graduating students to be college/career ready and perform at or above grade level. Currently, the population of students who are working towards graduating with both high school and college credits lack the resources needed to complete timed online modules and extensive coursework. Through the lending program, these students would have the opportunity to use laptops outside of the classroom to ensure full completion of these modules, allowing greater success in the courses. By giving technology access outside of school, both the dual credit population as well as the students enrolled in Credit Recovery courses will be empowered to complete their courses at an accelerated rate.

**Identified Needs 3 and 5** (detailed in Schedule 13.2)

To align with the WSP goal of eliminating achievement gaps between and among students, technology lending and internet usage to WISD's homebound and homeless student population provides otherwise unattainable resources to over 250 students (within WHS, UHS, BHS) currently identified as homebound or homeless. To best meet the academic needs of the WISD homeless student population, the plan includes a fourth lending location, The Cove, a non-profit that is currently partnered with WISD that serves the District's high school homeless students outside of the classroom.

**Identified Needs 4 and 5** (detailed in Schedule 13.2)

Currently, 12% of students at the program's chosen campuses are identified as English Language Learners (ELL). By lending technology and internet usage to the ELL student population, there would be an expansion of focusing on the ability to interpret and translate literature through online ELL programs currently accessible within the classrooms. This focus of the lending program aligns directly with the WTP goal of addressing the learning needs of students through technology and the WSP goals of improving student performance and ensuring that all students are able to perform at or above grade level, by addressing an existing barrier that these students currently face.

There was a streamlined focus on WISD student subpopulations when designing the lending program, ensuring the program acted as a resource to *eliminate identified barriers in order to support the existing district mission and goals*. Expanding the use of technology allows for an increase of student-centered learning experiences, which develops higher order thinking skills and provides opportunities for technology to be used as a tool. The District's mission is explicit in its stance that every student that attends a Waco ISD school should have an equal opportunity to reach their full potential – a vital step in making certain this value is upheld is to ensure every student has the resources needed to succeed.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 2015 National Census finds that approximately one-third of households whose income falls below \$50,000 do not have a high-speed internet connection at home. Additional research compiled in 2016 by the Joan Ganz Cooney Center (a non-profit focused on research to foster innovation in children's learning through digital media), explored that a significant challenge low-income parents face is providing adequate internet access for their families. Often even with internet access, the connection is mobile-only access with constrained connectivity due to service interruptions and/or too many users for a single device. When considering the demographics of WISD students to be served through the technology lending program, roughly 74% of these students are economically disadvantaged (with an overall District rate of 86% economically disadvantaged). Considering this research combined with a beginning-of-year survey administered to assess student technology resources and shortages, WISD estimates that one-third of WISD students served through this program need an unlimited internet data plan.

*"For most U.S. households, high-speed home Internet is viewed as necessity rather than a luxury.  
But for lower-income families...it remains an elusive commodity."*

– "Home Internet Access for All Students is a Game-Changer", *Converge* article, 2017

The grant team accounted for multiple factors in assessing the best data plan to accommodate the students of WISD with internet, while seeking to avoid any additional financial strain on students and families attributed to the District's lending initiative. Some of these factors included assessing: each individual student's home access to internet; the ability to transfer devices among students for short-term lending options; the District's accessibility and availability to connect homes with an internet service provider; and the determination of data size needs. Through lengthy conversations, thorough research, and multi-level input from the Curriculum and Instruction (including both Advanced Academics & ELL programs) and Technology Departments, a unanimous decision concluded that a Wi-Fi Hotspot Lending Plan addresses the District's specific needs, and is financially compatible with the grant funding opportunity.

**By creating a Wi-Fi Hotspot Lending Plan**, the team determined that it would only be necessary to purchase hotspots to accommodate one-third of the total amount of purchased devices. At the beginning of the school year, a detailed survey will be sent out that addresses not only the need for an at-home device, but also the need for access to internet, **allowing the lending program to assess the highest needs**. Lending options for students will include a device and/or a hotspot for **internet access at their residence, residential center, and/or other off-campus location** that accommodates their life circumstances. These hotspots will be set-up with unlimited data instead of a set amount of gigabytes to ensure students do not feel constrained in their ability to conduct necessary research, complete online modules, and run programming requiring internet streaming capabilities.

In the event that all hotspots are lent, and there is a competing need for internet access from students participating in the program, further assessment is conducted based on each student's specific level of need for both a device and for internet access (i.e. the assignment deadline, how long it takes to complete the assignment). Some students may have access to internet in unique ways, such as a student in a Dual Credit class that is campused at McLennan Community College, which is fully equipped with free internet access. Those factors will be included in the assessment process as well. On top of that, students will also be given a list of broadly located accessible establishments that provide free internet access, including eateries, coffee shops, public libraries, and institutes of higher education.

Technology staff format and sync the hotspot devices for alignment with the Waco ISD network, and instruct students to utilize both the device and the internet solely for academic purposes (additional security and internet security measures discussed in Schedule 17.5). The check-in and check-out process of the hotspot devices would mirror the same protocols as the lending of technology devices (which is further outlined in Schedule 17.6).

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's proposed lending program is intricately aligned with the educational elements embraced during the school day. These elements fall into the three categories outlined below.

- **Curriculum** – WISD's course curriculum offered during the school day is *extensively* integrated with digital resources. As a result, the lending program is aligned at the point of implementation. The online curriculum students use in the classroom is the same online curriculum they will use to accelerate, supplement, or complete coursework outside of the classroom. The *only* change for students transitioning from working in the classroom to working outside of the classroom, is the location.
- **Instruction** – Similar to curriculum, instruction is simultaneously aligned with the lending program at the point of implementation. All online modules and materials used, regardless of *where* they are used, directly support classroom instructional materials (detailed in Schedule 17.4). Whether it is a Credit Recovery student viewing a recorded lesson from a teacher, or an ELL student practicing a lesson through supplemental materials, the coursework outside of the classroom is an extension of the school day and as such, inherently aligned.
- **Classroom management policies** – The classroom policies established inside each scheduled class are applicable in *any* setting. Teachers' expectations for students (due dates and times, sharing and/or discussing work with peers, etc.) remain unchanged regardless of where students perform their work.

The WISD Student Acceptable Use Agreement details the preceding elements, and provides clarification of the District's expectations for students participating in the lending program. Annual student surveys afford participants the opportunity to provide feedback vital for evaluating and applying the continuous improvement process, and serve to regulate the efficiency and effectiveness of the lending program.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waco ISD aims to provide an education that ensures students are college or career ready and perform at or above grade level. Long past are the days when using technology in the classroom was a luxury. Now, it is a significant part of every student's *daily* education.

WISD **incorporates digital instructional materials** across all subjects, grade levels, and campuses. For the selected campuses, the following examples are a modest representation of the digital instruction the District integrates with foundation curriculum subject areas:

- **Math – Dual Credit** – Classes for 10<sup>th</sup>-12<sup>th</sup> graders (i.e. Algebra, Pre-Cal, Calculus, etc.) use Pearson's My Math Lab, which provides all texts and assignments for students in a digital format.
- **Social Studies – Dual Credit** – Electronic resources accompany all textbooks for classes in 9<sup>th</sup>-12<sup>th</sup> grades (i.e. World Geography, AP Human Geography, General Social Studies, etc.) including homework assignments.
- **Science – Homeless or Homebound** – Biology I for 9<sup>th</sup> graders uses McGraw-Hill Connect curriculum, with labs offered as online electronic simulations.
- **All subject areas – English Language Learners** – Students in 9<sup>th</sup>-12<sup>th</sup> grade have access to iPads that allow usage of online supplemental and support materials aimed at accelerating English proficiency (i.e. iLit ELL).
- **All subject areas – Online Lab Library – Credit Recovery** – EduCreations and ShowMe online services contain a library of video lessons for students in grades 9-12 to review any TEKS subject area. Teachers can create individualized lessons that are tailored to a student's specific area of need.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Developing Waco ISD's lending program included extensive time focusing on the infrastructure and technical support systems that uphold students' use of technology devices and Wi-Fi hotspots. The systems currently in place are substantial, and with additional communication and information regarding the grant program, staff are willing and able to do their part.

**Infrastructure** – Waco ISD's infrastructure is broad and deep, with adequate resources to address program demands.

- Purchasing – verify procurement process and account coding, approve expenditures.
- Accounting – set up accounting codes, compile report data, and submit fiscal reports.
- Campus Counselors – retain devices and Wi-Fi hotspots in secure location, distribute as needed, track usage.
- Advanced Academics – monitor and track progress, and identify additional needs for Dual Credit students.
- Credit Recovery – monitor and track progress and identify additional needs for Credit Recovery students.
- Homeless Liaison – monitor and track progress and identify additional needs for homeless students.
- Nursing – monitor and track progress and identify additional needs for homebound students.
- Bilingual Services – monitor and track progress, and identify additional needs for ELL students.
- Grants Management Department – manage overall grant through consistent interaction with stakeholders.

**Technical Support** – Technology staff carry out a variety of critical tasks throughout all phases of the lending program.

- Procurement – research best values for products (i.e. devices, hotspots, and insurance) and secure quotes.
- Inventory control – tag devices with a District barcode and log into district inventory system prior to distribution.
- Hardware – image devices for the WISD network and load security tracking software onto devices.
- Software – communicate with teachers regarding specific needs and upload software onto devices.
- Access – ensure student login operates properly on devices and educational websites (as needed).
- Maintenance – respond to and resolve device or hotspot performance issues as reported.
- Assessment – perform periodic assessments on devices.
- Recommendations – offer recommendations to improve device operation and functioning.

WISD's Technology Department staffing is abundant (20 staff) and encompasses a broad range of expertise. Staff specializations include network technicians, field technicians, information systems analyst, security systems, support systems, instructional technology, systems engineering, and Help Desk technicians.

Additionally, both University High School and Waco High School have an on-site field technician dedicated solely to their respective campuses. For Brazos High School – Credit Recovery, the Assistant Principal is the onsite technology point-of-contact, and the technology Help Desk is staffed at all times to assist with fundamental technology glitches. For issues requiring more intensive attention, work orders are placed online, with an average response time of 24 to 48 hours. Throughout the work order process, the status of completion can be tracked and any progress can be monitored online (date a part was ordered, technician assigned, etc.).

Formerly mentioned in Schedule 16.1, the District generously funds the Technology Department. The annual operating budget is \$6.4 million, and over \$2 million of those funds are dedicated to securing technology equipment. The District's cost per student averages \$113 annually, capturing \$143,058 a year to support the technology needs of the 1,266 students in the program's identified subpopulations. These funds are above and beyond any financial support departments and/or campuses potentially provide.

Without a doubt, WISD stands ready to meet any technology need that arises in the lending program. From the administration building to each of the campuses, staff are prepared to share the responsibility of ensuring the Waco ISD Technology Lending Program is successful.

**For TEA Use Only**

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 161914

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending program will have devices and hotspots **available at four locations**: University High School, Waco High School, Brazos High School – Credit Recovery, and The Cove. At each school campus the counselor will be responsible for storing devices in a secure location, assessing students' needs, managing the equipment check-out/check-in process, and evaluating the condition of devices. At The Cove, devices will be stored on-site and be lent for usage on the premise by the Program Manager; WISD already provides free Wi-Fi for students at this location.

Previous District technology initiatives have shown that the self-identification of needs from students results in a higher level of cooperation and utilization of devices. To ensure the highest level of success, students will initially self-identify as needing a device and/or internet through a beginning-of-year survey. Thereafter, students can self-identify as the need arises. Students can **check-out devices** for different lengths of time depending upon their need (i.e. a week to complete a module vs. a semester to complete a course). Devices being lent for a semester will be checked-in every six weeks for an inventory and assessment of condition.

**In the case of competing needs**, the counselor will prioritize lending to students based on their established purpose for needing the device, their deadlines for completion of that need, and the length of time required to complete the assignment. The magnitude of the outcome will be used to establish guidelines of assessment, first going to the students needing a device for *completion* of a course, then being given to students using the device to *accelerate their completion* of a project or course. The students using devices as a *supplemental tool* will be considered the least urgent.

Laptop cases and carts will be purchased to ensure locked, protected storage and safe transportation of devices. Lending equipment will be inspected upon return to assess whether all equipment checked-out returns in **proper working condition**. If a device is identified as damaged or not working in prime condition, a work order will be submitted to the WISD Technology Department to be assessed regarding what level of repair or replacement (either part or device) is needed. Laptop insurance will cover any lost/stolen devices for the designated length of the policy.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Per district policy** every student leasing a device will be required to sign the WISD Network Acceptable Use Agreement contract, which includes: an explanation of district lending policies, Responsible Use terms, prohibited and/or inappropriate use, consequences of violation of contract agreements, a district security outline for the WISD network, internet safety guidelines, and an acknowledgment of information that signing of the agreement consents to. For the grant's technology lending program students will be required to:

- Review and sign the District lending contract,
- complete a check-out form that outlines specifics of use and length of time needed,
- and will have a date on file with the campus to ensure equipment is returned within the agreed timeframe.

**Insurance for each device** will be budgeted into the purchase of all equipment in the event of accidental damage, loss, or theft. For additional protection, as referenced in Schedule 17.6, laptop cases and carts will be purchased to aid in the proper protection of all equipment. Counselors will store devices in a secure location on each campus, and will keep an ongoing inventory of devices being lent and being stored. Devices being lent at The Cove will be stored on-site, accessible to the WISD homeless student population utilizing The Cove resources, and locked when not in use.

For the broader local monitoring of this technology, the district will implement its inventory control system of tagging each device with a WISD barcode to track and organize the inventory of all District equipment. The devices will then be imaged for the WISD network that includes the downloading of KACE software, providing tracking security and management of the devices' systems (additional technical support discussed in Schedule 17.5).

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